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ABSTRACT

This report presents data from 25 school districts in Connecticut that were involved in dropout prevention planning programs in grades kindergarten through twelfth for the 1987-88 and 1988-89 school years. Each of these districts addresses the problems of both accounting for the dropout rate, and developing an effective and reliable method for the collection of dropout data. The findings presented in this report include percentages for the following student types: (1) those who progress from grade to grade; (2) those who are retained; (3) those who transfer; and (4) those who drop out. Within the category of dropout, a further breakdown of type of dropout is established. Dropout rates, retention rates, and district continuity rates are reported by grade level within community type (small town, medium-size town, big city), with mean annual rates provided for grades 7-12 and grades 9-12. Statistics for dropout population composition by ethnicity and by gender are also presented. Findings indicate that males and minorities, especially Hispanics, are overrepresented in the dropout population. In addition, the highest incidence of dropping out occurs in different grades depending on the district size and the ethnicity of the student. The implications of these findings are discussed. Five figures and four tables are included. The following items are appended: (1) a list of districts involved in dropout prevention; (2) a student dropout data form; and (3) a table of dropout rates by district size. (JS)

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Dropout Information for Twenty-five Participating Connecticut School Districts

1987-88 and 1988-89
School Years

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Dropout Information for Twenty-five Participating Connecticut School Districts

1987-88 and 1988-89
School Years

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BACKGROUND

The State of Connecticut, through the Dropout Prevention Program, which was incorporated into the Priority School District legislation in 1989, provides funds to twenty-five school districts for dropout prevention planning programs in grades K through 12, and for target school intervention programs in grades 4 through 9. This grant was first implemented for the 1987-88 school year and is currently in its third year. The students that attend schools in these twenty-five districts represent more than one-third of the grade 7 through grade 12 students enrolled in Connecticut public schools.

All the districts in the dropout prevention program were required to participate in the development of a uniform methodology for reporting dropout data. Through a collaborative effort of the districts and the State Department of Education, a common reporting format was developed to collect dropout data and other related information. Because appropriate mechanisms were not initially in place to record the 1986-87 data, the reliability of the data for that year is limited. Therefore, the 1986-87 pilot year data are not discussed in the body of the report but are included in Appendix C. This report is primarily concerned with the data from the 1987-88 and 1988-89 school years. For purposes of this report, the twenty-five participating districts were placed into three community groups based on total student enrollment in grades 7-12.

FINDINGS

The statistics presented in this report include percentages for students who progress from grade to grade, are retained, transfer, or drop out; and within the category of dropout, a further breakdown by type of dropout. Dropout rates, retention rates, and district continuity rates are reported by grade level within community type, with mean annual rates provided for grades 7-12 and grades 9-12. Statistics for dropout population composition by ethnicity and by gender are also presented.

Year to Year Transition. In 1988-89, of the 67,279 students in these participating districts, 76.4 percent progressed to the next grade, 11.4 percent transferred to another regular educational program, 6.3 percent were retained within grade, less than one-half of 1 percent were expelled, transferred to a public institute, or died, and the remaining 5.6 percent of the grade 7-12 students (3,798) dropped out.

Dropout Rate. Three categories of students are included in the dropout count: 1) official dropouts or those students who officially withdraw, 2) students who leave to enroll in any non-degree educational or training program, and 3) students who leave and are not known to have enrolled in another educational program. For 1988-89, official dropouts accounted for 68.5 percent of the total dropouts in these twenty-five districts; i.e., 5.6 percent of all students in grades 7-12. Those students with unknown status accounted for 21 percent of the dropouts, and students who enrolled in a non-degree seeking program accounted for 10.5 percent of the dropout population.

Male students comprised 56.9 percent of the dropouts, while female students comprised 43.1 percent for 1987-88. In 1987-88, the population in Connecticut for people 15-19 years old was 50.8 percent male and 49.2 percent female.

Proportionately by ethnicity, there are fewer white dropouts (6.9) than there are black dropouts (9.8) and Hispanic dropouts (13.8). However, a comparison of the racial and ethnic composition of the participating districts' population with that of the dropout population of these same districts revealed different proportions for white, Hispanic, and black dropouts. Overall, white dropouts outnumber both Hispanic and black dropouts as reported in the participating districts.

For 1988-89, the mean annual dropout rate for the twenty-five participating districts for grades 9-12 was 8.3 percent. For 1987-88, the mean annual dropout rate for grades 9-12 was 8.5 percent. Since these districts were not randomly selected, however, this mean annual dropout rate should not be interpreted as representative of a state dropout rate.

The mean annual dropout rates for grades 9-12 were lowest in the small towns, 6.8 for 1987-88, and 6.2 for 1988-89 . The mean annual dropout rates for medium-size towns and for the large cities were very similar. The 1987-88 dropout rate for grades 9-12 was 8.7 for the medium-size towns and 8.6 for the large cities, and for 1988-89 was 8.5 and 8.4, respectively. However, the pattern of dropout rates differs in the large cities and the medium-size towns with a higher proportion of dropouts occurring in the earlier grades in the urban centers.

Surprisingly, the pattern of dropouts by ethnicity shows that medium-size towns have a greater proportion of dropouts for all ethnic groups than the large cities have. (See Table 2, page 10.) In 1988-89, medium-size towns had a white student mean annual dropout rate for grades 9-12 of 7.5 as compared to 5.9 in the large cities. The Hispanic mean annual dropout rate in the medium-size towns for grades 9-12 was 17.1 in 1988-89 as compared to 12.6 in the large cities. The black student mean annual dropout rate in the medium-size towns for grades 9-12 was 13.4 as compared to 12.6 in the large cities.

Retention Rate. The mean annual retention rate for grades 9-12 for these twenty-five districts was 7.2 in 1987-88, and 8.1 in 1988-89. Students are primarily retained in the large cities and the small towns in grade 9 and in the medium-size towns in grade ten. The mean annual retention rate for grades 9-12 in the large cities (9.9%) for both 1987-88 and 1988-89 was considerably higher than the rates in the small and medium-size towns. The 1987-88 mean annual retention rate was 4.2 for the small towns, and 5.1 for the medium-size towns, and for 1988-89 was 3.4 and 7.0 respectively.

District Continuity Rate. The district continuity rate is a measure of the mobility of a class of students from one school year to the next school year. Data to calculate this index is not collected by individual student, but is recorded by total number of students in a class. The higher this rate, the more stable the student population. The district continuity rate for all twenty-five districts was 81.8 in 1987-88, that is for 1987-88 about 82% of the total student body had been counted as a group across the school year. The continuity rate was 80.6 in 1988-89. Across the three district categories, the large cities had the lowest rates - 76.3 in 1987-88 and 78.2 in 1988-89.

IMPLICATIONS

1) Males and minorities, especially Hispanics, are over-represented in the dropout population compared to their representation in the general student population and therefore, special attention should be paid to these groups within the context of early intervention and dropout prevention program development. However, white students still do represent almost 50 percent of the dropouts.

2) Dropout prevention and intervention programs should be continued. Data collection on dropouts should be extended to all school districts in Connecticut. All districts should be required to report dropout data at the district level and at the school level within district. Also, any information requested on the form used by the federal government should be incorporated into the state form to allow for the comparability of Connecticut dropout rates with those of other states.

3) The dropout rate is not consistently reported in the literature. Depending on the extent of focus, this rate is calculated for only the high school grades 9-12 or for the middle school grades and grades 7-12. In general, the grades 7-12 mean annual dropout rate will be lower than the grades 9-12 mean annual dropout rate since the low dropout rates as reflected in grades 7 and 8 tend to lower the overall mean annual dropout rate.

4) The dropout issue extends beyond the urban centers. In fact, based on the dropout rate breakdowns by ethnicity, the medium-size towns should continue their emphasis on dropout prevention.

5) The highest incidence of dropping out occurs in different grades depending on the district size and the ethnicity of the student. Therefore, dropout prevention and early intervention programs need to be in place prior to the identified grades. In this regard, some study should be made of the profile of the dropout by school size, student ethnicity, and size of community in order to identify first the dropout profile(s), and then the specific needs of these students.

6) Connecticut should refine methods of monitoring students to decrease the Status Unknown category of the dropout. With continued emphasis on student monitoring, some of these dropouts would be classified in categories other than the Dropout category. This would increase the accuracy of the reported dropout rate.

7) The relationship of the retention rate to the dropout rate has been demonstrated in the literature. Research suggests that the policy of retaining students in grade has little or no effect on improving student achievement. In this regard, intervention programs should address the special needs of these non-promoted students who are potentially at risk of dropping out.

8) The data collection on school dropouts should be extended to incorporate information on those students who leave school and eventually return to earn a high school diploma or its equivalent through the External Diploma Program, the High School Credit Diploma Program or the General Educational Development (GED) program. The identification of both the student who finishes and the student who does not finish will provide data on the kind of services that need to be provided for each of these student types.

9) To ultimately increase the accuracy of the dropout rate, data by student within school and within district needs to be collected.

March 7, 1990

The dropout issue has evolved into one of paramount concern to the nation's families, educators, and policymakers. Based on a recent survey of state legislatures, one of the priority legislative issues for education currently being addressed nationwide is at-risk youths and dropouts. The cost of dropping out has an impact on the economic fiber of the nation in terms of lost tax revenues, and increased welfare and crime prevention expenditures. For the individual dropout, there are harsh economic and social consequences daily. Perhaps of most importance, however, is the effect of the dropout problem on the general quality of life both for the individual and society at large.

As reflected consistently in the research, the major factors related to dropping out of school include poverty, poor academic performance, and chronic truancy. The consequences of dropping out include difficulty in finding and holding jobs, and earning less money than high school graduates both annually and over a lifetime. Also a higher proportion of dropouts than of high school graduates serve some time in prison. Up to 40 percent of dropouts do return to school, although those most likely to return and complete school include students from a higher socioeconomic status, those from suburban areas, and those with higher standardized test scores. Males drop out more than females, but are more likely to return and earn a diploma or equivalent than are females.

The Connecticut State Department of Education with twenty-five school districts is currently addressing the problems of both accounting for the dropout, and developing an effective and reliable method for the collection of dropout data. The method used in this report to calculate dropout rates uses the total number of students who dropped out divided by the total number of students enrolled for a one-year period. The calculation is simple, but the difficulty arises in accurately identifying those students who have dropped out. The dropout rates calculated for the school districts in this report were all based on the same data definitions and methods; and therefore, the rates presented here are comparable. Dropout rates from other sources, unless based on the same definitions and methods, are not directly comparable with these data.

Although the state identifies as dropouts only those students sixteen years and older who have withdrawn from school, for the purposes of this report, all students in grades 7-12 who were attending school in the participating districts were included in the calculation of these dropout rates.

Definition of Dropout

The Connecticut State Board of Education defines a dropout as any student who (for any reason other than death) leaves school prior to earning a high school diploma, without transferring to another school or institution. The operational definition of dropout in this study includes three categories of students: a) those students who have officially withdrawn from school, b) those students who have left to enroll in any educational or training program other than a regular elementary or secondary program, and c) those students who have left school with status unknown as to enrollment in another educational program. The dropout rate is calculated by dividing the sum of students in these three dropout categories by the total student count in a district at the end of a school year; i.e., Dropout Rate = Sum of Dropouts a + Dropouts b + Dropouts c / Total Student Count at End of School Year.

BACKGROUND

Public Act 87-423, An Act Concerning Dropout Prevention, provided the initial funds for addressing the identification of students at risk of dropping out of school, the development and expansion of local services for such students, and the coordination of both local and state administered services and programs to such students. Currently in its third year, the Dropout Prevention Program provides funds to twenty-five school districts for dropout prevention planning programs in grades K through 12, and target school intervention programs in grades 4 through 9.

As amended in June 1989, Connecticut General Statutes Sections 10-266p to 10-266r, inclusive, the Priority School District legislation, incorporate these dropout prevention activities. Originally proposed for implementation in the 1984-1985 school year, the Priority School District legislation provided for the identification of school districts with the greatest demonstrated academic need as measured by the Connecticut Mastery Test in order to assist these districts in improving student achievement and enhancing educational opportunities. No less than ten and no more than 20 local and regional Priority School Districts during any school year were identified for assistance. For the 1988-89 year, thirteen of the twenty-five districts participating in the dropout prevention program were also designated as Priority School Districts. In 1987-88, fifteen of the twenty-five districts participating in the Dropout Prevention Program were also designated as Priority School Districts. (See Appendix A.) In this regard, all the Priority School Districts are not in the Dropout Prevention Program, and all the dropout prevention districts are not necessarily Priority School Districts.

For the dropout prevention program commencing in 1987-88, the three criteria for program participation were student attrition, Connecticut Mastery Test results, and poverty concentration. Using these data, a Dropout Need Index was created and assigned to 117 boards of education including local boards of education that operated a K-12 school system and regional boards of education with schools for Grades 7 through 12 or Grades 9 through 12. The twenty-five school districts with the greatest need as determined by the Dropout Need Index were selected for participation in this pilot program. The students that attend these twenty-five districts represent more than one-third of Grade 7 through Grade 12 students enrolled in Connecticut public schools. Of these twenty-five districts, only Region 11 and Danbury did not have high schools with grades 9 through 12. Figure 1 shows the location of the twenty-five districts in Connecticut. On this map, Regional School District #11 is comprised of the towns of Chaplin, Hampton, and Scotland.

In order to provide consistent dropout data across the districts, all the districts in the dropout program were required to participate in developing a uniform methodology for reporting dropout data. Through a collaborative effort of these participating districts and the State Department of Education, a common reporting format was developed to collect dropout rates and other related information. One of the primary purposes for this survey form was to provide the means to account for all students during each school year, from the October 1 enrollment to the subsequent year's October 1 enrollment in order to monitor actual dropouts, school leavers, and retained students at risk. During the first year of data collection the survey format went through several revisions. The survey form currently in use is presented in Appendix B.

Once the Dropout Prevention Program was in place, appropriate mechanisms were not initially in place to record the 1986-87 data; therefore, the reliability of the data for that school year is limited. The 1986-87 pilot year data are not discussed in the body of this report but are included in Appendix C. This report analyzes data from the 1987-88 and 1988-89 school years, the first and second years of the grant implementation. Interpretation of these data is limited by the special designation of these school districts as greatest need districts. Therefore, no generalizations representative of all Connecticut school districts, can reliably be made. This report presents the data solely for the purpose of indicating further avenues for research, and to demonstrate the initial efforts of these twenty-five districts in collecting dropout data in some standardized fashion.

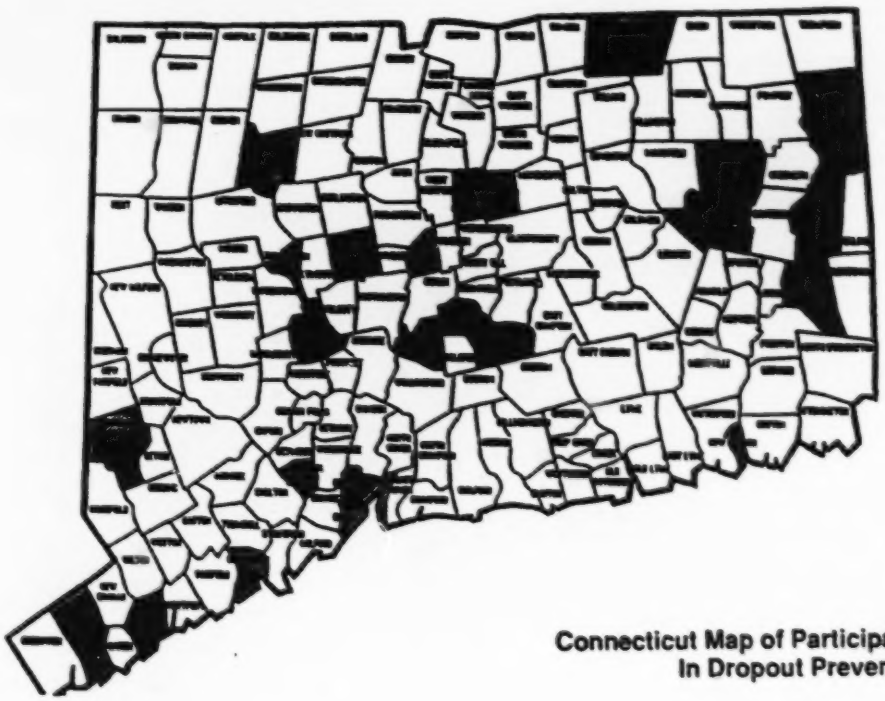

Figure 1
Connecticut Map of Participating Districts
In Dropout Prevention Program

FINDINGS

For purposes of this report, the twenty-five participating districts were placed into three community groups based on total student enrollment in grades 7-12 to facilitate comparisons among districts of similar size. Seven communities, with enrollments ranging from 321 to 752 students in grades 7-12, were considered small towns; thirteen communities, with enrollments from 1,033 to 3,899 students in grades 7-12, were considered medium-size towns; and the remaining five communities, with enrollments from 4,709 to 7,677 students in grades 7-12, were considered large cities. The specific community groupings are presented in Appendix A.

The statistics presented in this report include percentages for students who progress from grade to grade, are retained, transfer, or drop out; and within the category of dropout, a further breakdown by type of dropout. Dropout rates, retention rates, and district continuity rates are reported by grade level within community type, with mean annual rates provided for grades 7-12 and grades 9-12. Statistics for dropout population composition by ethnicity and by gender are also presented.

Grade to Grade Transition

For 1988-89, almost eighty percent (76.4%) of the students in grades seven through twelve, followed a normal progression, advancing from one grade to the next within their school district. Approximately one of every nine students (11.4%) transferred to another regular full-time elementary or secondary educational program, as documented by a transcript request. Approximately six percent of the students were not promoted and had to repeat the same grade again. Thus, in the surveyed districts, 94 percent of the students pursued education in some manner leading to a high school diploma. Less than one-half of one percent of the students left the school for other reasons including death, expulsion, or transfer to another public institution, e.g. prison, juvenile institution or mental institutions. The remaining 5.6 percent were dropouts in 1988-89. Similar percentages were reflected in the 1987-[illegible] data - 77.5 percent for normal progression, 10.6 percent for transfers, 5.7 percent for retainees, .3 percent for other, and 5.9 percent for dropouts. The 1988-89 data are presented in Figure 2.

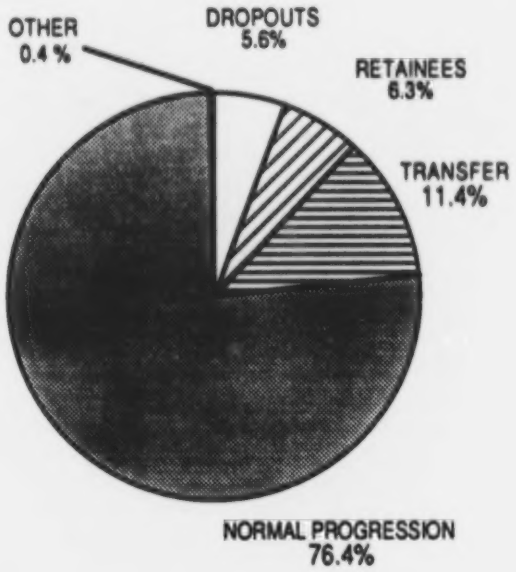

Figure 2
Study Population by Category
1988-89

Dropout Rates

As illustrated in Figure 2, of the 67,279 seventh through twelfth grade students in these twenty-five districts in 1988-89, 5.6 percent or, 3798 of the students, fall into the dropout category. This rate indicates that one of every eighteen students drops out every year in grades 7-12 in these twenty-five high-need districts. The dropout category represents those students who are no longer enrolled in a regular, full-time educational program. These include students who have officially withdrawn from school, students who leave to enroll in any educational or technical program other than a regular elementary or secondary program, or those students who have left school and are not known to have enrolled in any other educational program. This last classification includes those students whose status is unknown with no official transcript request to document enrollment in any other educational program. This categorical breakdown of the dropout is presented in Figure 3.

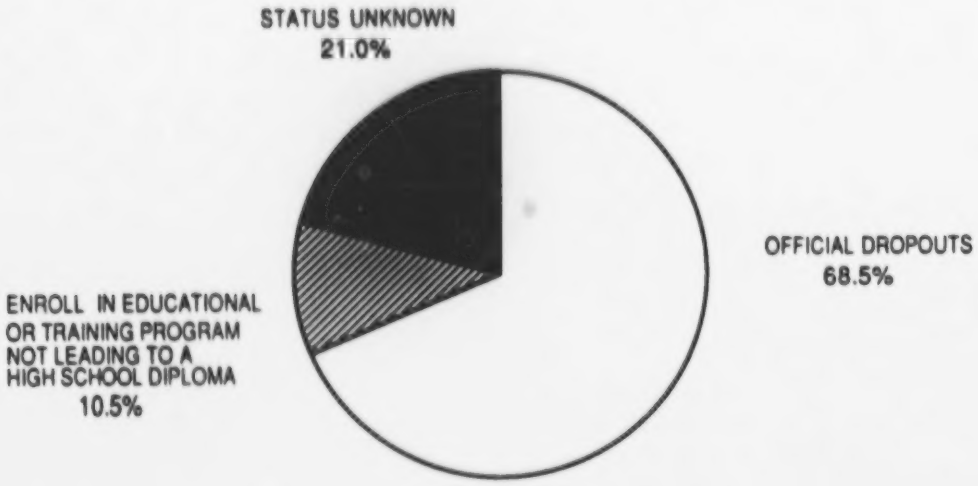

Figure 3
Categorical Breakdown of
5.6 Percent Total Dropout Population
for 1988-89

Category of Dropouts. For 1988-89, the official dropouts represent 68.5 percent of all the dropouts in these twenty-five districts; i.e., 5.6 percent of all students in grades 7 through 12. These are students who have followed the districts' official procedure for withdrawing from school. For 1987-88, the comparable "official dropouts" statistic was 69.9 percent of all dropouts.

The students enrolled in any educational or training program not leading to a high school diploma represent 10.5 percent of the dropouts for 1988-89. This group includes students who have enrolled in non-degree seeking programs, i.e. cosmetology schools, computer processing institutes, truck driving schools, etc. For 1987-88, this category represented 9.8 percent of the dropouts.

The Status Unknown category represented 21 percent of the 5.6 percent of total dropouts for 1988-89, and 20.3 percent of the 5.9 percent of total dropouts for 1987-88. These were students whose whereabouts the district did not officially know. This category of dropouts is a general category and may include, but is not limited to, students who have transferred to other recognized educational programs but have not requested transcripts. More thorough student monitoring by the individual schools within each district would help to decrease the percentage of students in this category thus insuring a more valid interpretation of the dropout rate.

The dropout rates by district size and grade are presented in Table 1. Data are presented as mean annual dropout rates for each grade, for grades 7-12 combined and for grades 9-12 combined. Individual district rates are presented in Appendix C and are grouped by similar community. In general, the small towns had lower mean annual dropout rates than either the medium-size towns or the large cities. However, there is considerable variation among the districts within each grade.

Table 1
Dropout Rates*
of Participating Districts
1987-88 and 1988-89

	GRADE						MEAN ANNUAL	MEAN ANNUAL
	7	8	9	10	11	12	7-12	9-12
SMALL TOWNS								
1987-88	0.0	0.2	4.6	10.5	6.6	5.3	4.7	6.8
1988-89	0.3	0.7	4.1	6.4	8.0	6.3	4.1	6.2
MEDIUM-SIZE TOWNS								
1987-88	0.1	1.1	9.4	10.6	8.6	5.7	6.0	8.7
1988-89	0.3	1.1	7.3	10.1	8.7	7.8	5.8	8.5
LARGE CITIES								
1987-88	1.2	1.6	10.3	8.5	8.7	6.1	5.9	8.6
1988-89	1.1	1.8	11.6	9.0	6.3	4.8	5.7	8.4
25 DISTRICTS								
1987-88	0.7	1.3	9.6	9.7	8.5	5.8	5.9	8.5
1988-89	0.7	1.4	9.3	9.4	7.6	6.5	5.6	8.3

* Rates are Percent of Student Dropouts per 100 Students

The mean annual dropout rate for the twenty-five districts for grades 7-12 was 5.9 in 1987-88, and 5.6 in 1988-89, indicating that 1 in 17 students in grades 7-12 in the 25 districts dropped out of school in the 1987-88 year, and 1 in 18 students dropped out in the 1988-89 year. The mean annual dropout rate for the twenty-five districts for grades 9-12 was 8.5 in 1987-88, and 8.3 in 1988-89 indicating that 1 in 12 students in grades 9-12 in the 25 districts dropped out of school both in the 1987-88 year, and in the 1988-89 year.

From 1987-88 to 1988-89, all three town groups show a decrease in mean annual dropout rate for both grades 7-12 and grades 9-12. However, the rate drops across the three town groups within the grade levels are inconsistent. In order to demonstrate any significant positive trend, a third year of data would need to be analyzed in relation to these data points.

Dropout Rates by Grade. The mean annual dropout rate for small towns for grades 7-12 was 4.7 in 1987-88, and 4.1 in 1988-89, and for grades 9-12 was 6.8 in 1987-88 and 6.2 in 1988-89. The lowest rates for both years for small towns were in the seventh grade, yet the highest rate fell in the tenth grade for 1987-88 and in the eleventh grade for 1988-89. Still, the small town mean annual dropout rates were the lowest of the three town group rates.

The mean annual dropout rates for medium-size towns and for the large cities were similar at the mean annual level, being within one-tenth of a point of each other for both years and both grade groupings. Yet within the two town groups, the highest rates fell within different grades. Across both years, the highest rate for medium-size towns was in the tenth grade, and for large cities was in the ninth grade indicating that, in general, students in the large cities dropped out earlier than students in medium-size or small towns. In all three groups, the lowest rates were in the seventh grade. The lowest dropout rate is most likely to be in the seventh and eighth grade because due to their age most students in the seventh and eighth grade are legally required to attend school.

Dropout Composition by Gender. For 1987-88, 56.9 percent of the dropouts in grades 7-12 were males and 43.1 percent were females. Because school enrollment figures are not presently available by gender, Figure 4 provides a comparison between the profile by gender of Connecticut youths aged 15-19 years as provided by the Connecticut State Department of Health Services and the dropout population by gender. As depicted in Figure 4, males were more likely to drop out than females. For 1988-89, no state profile data are available by gender; however, 56.3 percent of the dropouts in grades 7-12 were males and 43.6 percent were females. These figures reflect the national trend for a greater proportion of male dropouts than of female dropouts. However, research also indicates that male dropouts are more likely to return and obtain a diploma.

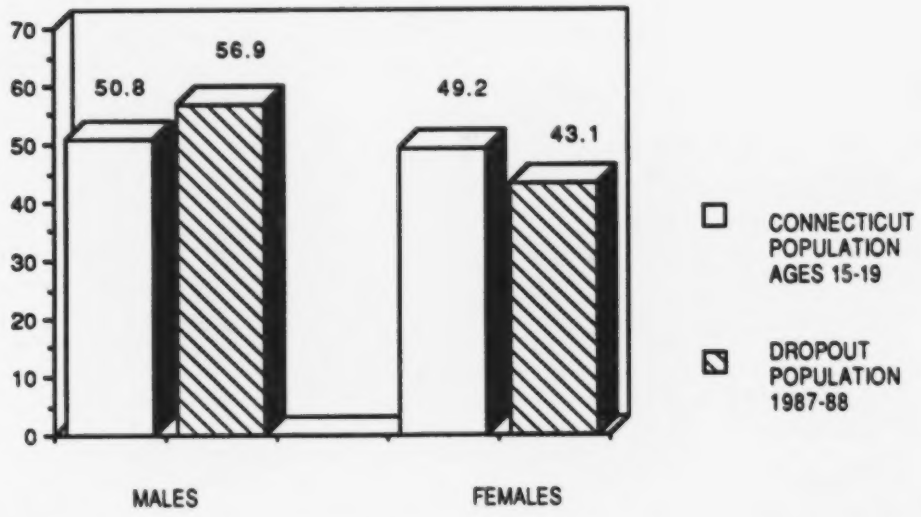

Figure 4
Gender Composition of Population
1987-88

Dropout Composition by Ethnicity. These data were also examined by comparing the racial/ethnic composition of the dropout population with the racial/ethnic composition of the population of the twenty-five districts. As shown in Figure 5, relative to their proportion within the study population, black and Hispanic students have a higher probability of dropping out than white students, although in raw numbers there are more white dropouts than either Hispanic or black students. Moreover, the data in this report do not support the stereotypic profile of the urban non-white dropout. The dropout problem is not simply an urban or ethnic problem, but reaches beyond either of these stereotypic assumptions to include, among other variables, the influence of socioeconomic status.

In the twenty-five towns, Asian American and American Indian students represented only 2.7 percent of the total student population and 1.4 percent of the dropout population. While the data does suggest that these students are less likely to drop out than Hispanic or black students, their small numbers make any comparisons with these other populations unreliable.

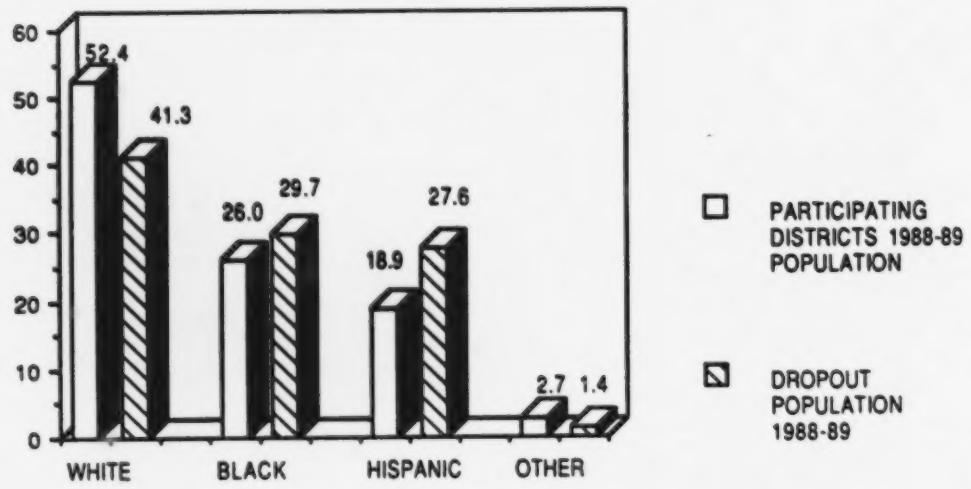

Figure 5
Racial/Ethnic Composition of Population
1988-89

In this report, the dropout rate by racial/ethnic group was calculated by dividing the number of dropouts by the specific ethnic group student count. The student count by racial/ethnic group was obtained from the Racial Survey (Form ED-152). The data collected for American Indians and Asian Americans were grouped together into the Other category because of small sample sizes. Data in this section are presented by grade, by mean annual grade 7-12 rate, and by mean annual grade 9-12 rate. (See Table 2.)

For all grades 9-12 and all three community groupings, white students consistently show lower dropout rates than either black or Hispanic students. The highest incidence of dropping out for white students in small towns occurs at eleventh grade, in medium-size towns at tenth grade, and at ninth grade in large cities. This is reflected in Figure 5 where white students represent a smaller proportion of the dropout population than they represent in the population of the participating districts.

Mean annual dropout rates for Hispanics in both medium-size towns and large cities are higher than for all other racial/ethnic groups. The dropout rate for Hispanics in the tenth grade in the medium-size towns is notable at 21.6 with about one in five students dropping out. This can be seen in Figure 5 where Hispanics represent a larger proportion of the dropout population than they represent in the participating districts' population. The Hispanic student movement between Puerto Rico and the mainland, and the potential language barrier have both been identified as some of the factors contributing to the dropout rate of these students.

Table 2
Dropout Rates* by Ethnicity
of Participating Districts
1988-89

	GRADE						MEAN ANNUAL	MEAN ANNUAL
	7	8	9	10	11	12	7-12	9-12
SMALL TOWNS								
WHITE	0.3	0.6	4.5	6.1	7.1	4.9	3.8	5.6
BLACK	0.0	0.0	8.7	13.0	25.9	20.0	11.6	17.3
HISPANIC	0.0	0.0	0.0	14.3	11.1	0.0	3.4	6.5
OTHER	0.0	0.0	0.0	8.3	0.0	0.0	2.3	3.7
MEDIUM-SIZE TOWNS								
WHITE	0.3	0.8	5.8	8.9	8.8	6.4	5.2	7.5
BLACK	0.5	1.4	11.2	13.3	11.0	19.7	9.1	13.4
HISPANIC	0.6	3.5	18.9	21.6	12.1	11.8	10.9	17.1
OTHER	0.0	0.6	0.8	8.7	4.9	6.9	3.6	5.4
LARGE CITIES								
WHITE	0.5	1.0	7.9	5.9	5.5	4.0	3.9	5.9
BLACK	0.9	2.6	12.9	9.0	6.1	4.7	6.2	8.7
HISPANIC	2.0	1.7	15.2	14.8	9.4	7.1	8.0	12.6
OTHER	0.7	0.9	4.1	3.0	3.7	4.0	2.7	3.7
25 DISTRICTS								
WHITE	0.3	0.8	6.2	8.0	7.9	5.7	4.7	6.9
BLACK	0.8	2.3	12.5	10.0	7.4	8.2	6.9	9.8
HISPANIC	1.6	2.2	16.1	17.0	10.2	8.4	8.8	13.8
OTHER	0.3	0.7	2.5	6.1	4.2	5.4	3.2	4.6

* Rates are Percent of Student Dropouts per 100 Students

Dropout rates for black students generally fell between the dropout rates for white and for Hispanic students. In the small towns, the black students had the highest mean annual dropout rate for grades 9-12 with one in six black students dropping out. This rate, however, represents a small number of black dropouts within a small black student population in the small towns. Since this sample size is small, comparisons with the dropout rates in the medium-size towns and the large cities should be made with caution. The highest incidence of dropping out for black students occurred in the twelfth grade in medium-size towns where 1 in five black students dropped out, and in the ninth grade in the large cities where about 1 in eight black students dropped out. As shown in Figure 5, the black students represent a larger proportion of the dropout population than they represent in the participating districts population.

Interestingly, the pattern of dropouts by ethnicity shows that medium-size towns have a greater proportion of dropouts for all ethnic groups than the large cities, and a greater proportion of Hispanic and white dropouts than the small towns. The medium-size towns had dropout rates of 7.5 for white students, 13.4 for black students, 17.1 for Hispanic students, and 5.4 for other students. These dropout rates are greater than those of the large cities which had rates of 5.9 for white students, 8.7 for black students, 12.6 for Hispanic students, and 3.7 for other students. In the small towns, the Hispanic dropout rate was 6.5, and the white dropout rate was 5.6. This finding is contrary to the general perception that the dropout problem resides primarily in the large cities. Although in terms of raw numbers, this may be true; if the proportion of student dropouts to other students is considered, then greater attention to the dropout problem in the medium-size towns appears warranted.

Retention Rates

Retention rates were calculated by dividing the number of students retained in each grade by the total student count for that school year. The retention rate for each grade is presented in Table 3. Data are presented for 1987-88 and 1988-89 by grade, by combined grade 7-12 rates, and by combined grade 9-12 rates.

Table 3
Retention Rates*
In the Participating Districts
1987-88 and 1988-89

	GRADE						MEAN ANNUAL	MEAN ANNUAL
	7	8	9	10	11	12	7-12	9-12
SMALL TOWNS								
1987-88	2.0	1.9	5.6	4.1	3.8	3.2	3.5	4.2
1988-89	1.0	1.5	5.4	5.1	2.5	0.6	2.6	3.4
MEDIUM-SIZE TOWNS								
1987-88	2.4	2.5	6.0	7.1	3.7	3.2	4.2	5.1
1988-89	2.3	2.2	8.6	9.3	6.3	3.2	5.3	7.0
LARGE CITIES								
1987-88	4.4	2.5	15.3	10.8	7.3	3.2	7.5	9.9
1988-89	6.3	3.5	14.5	9.7	7.6	5.2	8.0	9.9
25 DISTRICTS								
1987-88	3.4	2.5	10.6	8.5	5.2	3.2	5.7	7.2
1988-89	4.2	2.8	11.4	9.2	6.6	3.8	6.4	8.1

* Rates are Percent of Retained Students per 100 Students

These data indicate that retention of students primarily occurs in the ninth and tenth grades for all three community types. The highest retention rate in the small towns occurs in the ninth grade being 5.6 in 1987-88 and 5.4 in 1988-89. The highest retention rate in the large cities is also in the ninth grade with 15.3 percent of the ninth graders being retained in 1987-88 and 14.5% of the ninth graders being retained in 1988-89. In the medium-size towns the highest probability for retention occurs in the tenth grade with 7.1 percent of the students in 1987-88 and 9.3 percent of the students in 1988-89 being retained. In all three community types, the retention rates are lower in the seventh, eighth, and twelfth grades. Table 3 also shows that the retention rate of 9.9 percent for grades 9-12 in large cities is higher than the retention rates in both the small towns and the medium-size towns for both years.

The literature shows that those students who are retained in grade are more likely to eventually drop out. In this context, these students are at-risk and are most likely to benefit from intervention programs. Some study of the direct and indirect reasons for retention, and their relationship to dropping out would provide additional information on the dropout rate as currently reported.

Continuity Rates

District continuity rates, created by the State Department of Education, indicate the percentage of students present in October that were also in the district the previous October (see Table 4). This index does not reflect the mobility of each individual student, but measures the mobility of a class of students from one school year to the next. It gives an indication of interdistrict mobility in terms of the transfer of total number of students into the district, or students out of the district including students expelled, deceased, retained in grade, transferred out to another public institution, or who dropped out. These students are not tracked individually.

For both 1987-88 and 1988-89, the mean annual district continuity rates are lowest in the large cities and highest in the small towns. The lower the continuity rate the greater the movement of students in and out of a district. Across both years, in all three community types, the highest rate occurs in the twelfth grade. The lowest rate occurs in the eighth grade in the small towns, and across grades 8-10 in the medium-size towns and large cities. Lower continuity rates would be expected in ninth grade as many students complete elementary education after eighth grade and move to private schools or vocational-technical schools.

The higher the rate, the more stable the student population. The greater the stability of the student population, the more likelihood there is for students to engage in school programs over a longer period of time. The greater the interaction time, the more opportunity there is of any demonstrated positive results, such as effectively providing services to the potential dropout, and eventually lowering the dropout rate. However, to best serve the at-risk student, an initial examination of the reasons for the transfers in and out at both the school and the district levels might be instructive. Again, the needs of the student in the large city school district may differ from the needs of those students in the small town or in the medium-size town districts.

Table 4
**District Continuity Rates*
In the Participating Districts
1987-88 and 1988-89**

	GRADE						MEAN ANNUAL	MEAN ANNUAL
	7	8	9	10	11	12	7-12	9-12
SMALL TOWNS								
1987-88	87.7	76.8	81.0	83.7	87.6	96.6	85.7	87.3
1988-89	88.8	76.5	78.8	85.2	89.0	95.8	85.6	87.1
MEDIUM SIZE TOWNS								
1987-88	85.4	79.3	78.3	83.6	89.8	93.2	84.8	86.1
1988-89	84.5	76.9	72.1	76.6	84.9	94.7	81.2	81.5
LARGE CITIES								
1987-88	86.0	75.5	62.2	75.7	81.6	91.5	78.1	76.3
1988-89	86.4	63.3	67.8	74.9	79.8	95.8	76.3	78.2
25 DISTRICTS								
1987-88	85.8	77.3	70.6	80.1	86.2	92.7	81.7	81.8
1988-89	85.8	69.7	70.7	76.7	83.1	95.3	79.3	80.6

* Rates are Percent of Students Present for a Year or More per 100 Students

DISCREPANCIES IN THE DEFINITION OF THE DROPOUT RATE

The dropout rate has been defined differently in studies available in the public domain. One method the State Department of Education has used in estimating rate of academic progress is the graduation rate and the complementary attrition rate. The graduation rate is determined by dividing the number of graduates by the number of students enrolled four years previously as freshmen. The graduation rate subtracted from 100 equals the attrition rate, or the percentage of ninth graders who do not complete their high school education four years later. This attrition rate falls short of providing a reliable estimate of the number of dropouts because it includes students who have been retained in grade. Still, this remains the only estimate of the dropout rate statewide.

The most publicized example of the student tracking methodology used in calculating the graduation rate is the data reported on the Wall Chart produced by the United States Department of Education. The graduation rate for 1987-88 was 80.5 yielding an attrition rate of 19.5. The graduation rate published on the wall chart is adjusted for interstate population migration. On the other hand, the rate published by the Connecticut State Department of Education in the High School Graduate Follow-up Report is unadjusted for migration. The local public high school graduation rate for 1987-88 in the Follow-up Report was 78.2 percent yielding an attrition rate of 21.8 percent.

The dropout rate as defined in this report, on the other hand, provides a more accurate estimate of the actual number of dropouts since only those students who have officially withdrawn from school or left to enroll in an educational or training program other than a regular elementary or secondary program or whose status is unknown are included in the count. The dropout rates included in this study, however, only represent twenty-five school districts in Connecticut. Statewide data collection using this dropout definition would provide a better estimate than that provided by the attrition rate.

One more specific issue in identifying a standardized dropout rate definition is the range of grades to be included in the rate. In this study, if the seventh and eighth grades are included, the dropout rate lows consistently occur in the seventh and eighth grades across all three community types. If the seventh and eighth grade rates are excluded, however, the lowest dropout rates shift differentially across community type. The lowest dropout rate for grades 9-12 for both school years occurs in the twelfth grade in large cities. The lowest rate in the small towns for both years occurs in the ninth grade. The lowest dropout rate for the medium-size towns occurs in the twelfth grade in 1987-88, and in the ninth grade for 1988-89. The highest dropout rates occur in the tenth grade for the medium-size town groups, and in the ninth grade for the large cities. If the seventh and eighth grades are excluded, the highest dropout rate for the small towns was in the tenth grade in 1987-88, and in the eleventh grade in 1988-89.

This data suggests that the profile of the dropout may differ across the three district types. In order to determine this, data from a larger sample of districts would have to be collected. Also, to more accurately identify the special needs of the at-risk student, an in-depth analysis of the breakdown of the dropout rate into Official Dropout, Enrollee in Training Program, or Status Unknown might prove useful in separating the dropout who is more likely to slip through the bureaucratic cracks from those dropouts who have joined the military or have taken on a fulltime job. In this regard, are there more or less official dropouts in the large cities, the small towns, or the medium-sized towns? Are the profiles of the dropouts within these dropout categories different across the three community types? And does the likelihood of eventual attainment of a high school diploma differ among the dropout categories or among the dropouts in the unique community types?

The federal government, through the National Center for Educational Statistics (NCES), is also currently addressing these definitional and methodological issues. During the 1989-90 school year, the NCES has been conducting a nationwide pilot study to collect dropout statistics for the purpose of identifying a reliable but easy-to collect method for compiling the dropout rate. This pilot study uses a common definition for dropouts. Sixteen districts in Connecticut, four of which are districts in the dropout prevention program, are participating in this study through the State Department of Education Division of Research, Evaluation and Assessment. NCES anticipates requiring this data collection in all school districts nationwide sometime in the early 1990's. The data collected will be included in the Common Core of Data on school districts nationwide.

IMPLICATIONS

1) Males and minorities, especially Hispanics are over-represented in the dropout population and therefore, special attention should be paid to these groups within the context of early intervention and dropout prevention program development. However, white students still do represent almost 50 percent of the dropouts.

2) The dropout prevention program should be continued. Data collection on dropouts should be extended to all school districts in Connecticut. All districts should be required to report dropout data at the district level and at the school level within district. Also, any information requested on the form used by the federal government should be incorporated into the state form to allow for the comparability of Connecticut dropout rates with those of other states.

3) The dropout rate is not consistently reported in the literature. Depending on the extent of focus, this rate is calculated for only the high school grades 9-12 or for the middle school grades and grades 7-12. In general, the grade 7-12 mean annual dropout rate will be lower than the grade 9-12 mean annual dropout rate since the low dropout rates as reflected in grades 7 and 8 tend to lower the overall mean annual dropout rate.

4) The dropout issue extends beyond the urban centers. In fact, based on the dropout rate breakdowns by ethnicity, the medium-size towns should continue their emphasis on dropout prevention.

5) The highest incidence of dropping out occurs in different grades depending on the district size and the ethnicity of the student. Therefore, dropout prevention and early intervention programs need to be in place prior to the identified grades. In this regard, some study should be made of the profile of the dropout by school size, student ethnicity, and size of community in order to first identify the dropout profile(s), and then the specific needs of these students.

6) Connecticut should refine methods of monitoring students to decrease the Status Unknown category of the dropout. With continued emphasis on student monitoring, some of these dropouts would be classified in categories other than Dropout. This would increase the accuracy of the reported dropout rate.

7) The relationship of the retention rate to the dropout rate has been demonstrated in the literature. In this regard, intervention programs should address the special needs of these non-promoted students who are potentially at risk of dropping out.

8) The data collection on school dropouts should be extended to incorporate information on those students who leave school and eventually return to earn a high school diploma or its equivalent through the External Diploma Program, the High School Credit Diploma Program or the General Educational Development (GED) program. The identification of both the student who finishes and the student who does not finish will provide data on the kind of services that need to be provided for each of these student types.

9) To ultimately increase the accuracy of the dropout rate, data by student within school and within district needs to be collected.

APPENDIX A

TWENTY-FIVE SCHOOL DISTRICTS PARTICIPATING IN THE DROPOUT PREVENTION PROGRAM BY COMMUNITY TYPE 1987-88 AND 1988-89

SMALL TOWNS (7)
- Ansonia
- ** Derby
- ** Griswold
- * Putnam
- Stafford
- Thomaston
- * Region 11

MEDIUM-SIZE TOWNS (13)
- Bristol
- Danbury
- East Hartford
- Killingly
- Meriden
- * Middletown
- * New Britain
- * New London
- * Norwalk
- * Plainfield
- Torrington
- West Haven
- * Windham

LARGE CITIES (5)
- * Bridgeport
- * Hartford
- * New Haven
- * Stamford
- * Waterbury

* Dropout Prevention Program Districts that were also Priority School Districts in 1987-88 and 1988-89

** Dropout Prevention Program Districts that were also Priority School Districts in 1987-88 only

CONNECTICUT STATE DEPARTMENT OF EDUCATION

STUDENT DROPOUT DATA (C.G.S. 10-266p-r, ACT CONCERNING DROPOUT PREVENTION)

FOR STATE USE

1. Return one copy to the address below by November 6, 1989.
2. Directions for completing form are on back.

Dropout Prevention Office, Connecticut State Department of Education,
25 Industrial Park Road, Middletown, Connecticut 06457

TOWN/DISTRICT	COMPLETED BY TITLE	PHONE	DATE

I. STUDENT COUNT

	GRADE	7	8	9	10	11	12
LINE 1	A. STUDENT COUNT as of 10-1-88 (ED-025 enrollment)						
LINE 2	B. STUDENTS TRANSFERRED IN from out-of-district (10-2-88 to 6-30-89)						
LINE 3	TOTAL (A & B) (Line 1 + Line 2)						

C. STUDENTS OUT (10-1-88 TO 9-30-89)

Line 4	1. SCHOOL LEAVERS (not dropouts): a. Left to enroll at a regular full-time elem/sec educational program (documented by transcript request)						
Line 5	b. Deceased						
Line 6	c. Expelled, not known to enroll at another school						
Line 7	d. Transferred out to another public institution (prison, juvenile institution, mental institution)						
Line 8	2. STUDENTS RETAINED IN GRADE (as of August 31, 1989)						
Line 9	TOTAL SCHOOL LEAVERS, STUDENTS RETAINED (add Lines 4 through 8)						

Line 10	3. STUDENT DROPOUTS a. Students who have officially withdrawn (dropped out)						
Line 11	b. Left to enroll in any educational or training program other than regular elem/sec program						
Line 12	c. Left, status unknown (not known to enroll in another educational program)						
Line 13	TOTAL STUDENT DROPOUTS (add lines 10 through 12)						

	GRADE	8	9	10	11	12	GRAD
Line 14	TOTAL STUDENTS Line 3 - (Line 9 + Line 13)						
Line 15	STUDENTS TRANSFERRED IN 7-1-89 TO 9-30-89						
LINE 16	STUDENTS RETAINED IN GRADE (1989-90 Placement)						
LINE 17	TOTAL (ED-025 count as of 10-1-89)						

II. DETAIL OF DROPOUT INFORMATION BY SEX, AND RACE.

DROPOUTS: Breakdown of numbers reported in Line 13 by grade and sex.

RACE/ETHNIC GROUP / GRADE / GENDER	7		8		9		10		11		12		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1. WHITE														
2. BLACK														
3. HISPANIC														
4. AMERICAN INDIAN														
5. ASIAN AMERICAN														
TOTAL														

III. SPECIAL EDUCATION STUDENTS

Special Education Students who have dropped out (and are included in Part I Line 10): Breakdown # students reported above in Section II who were identified as Special Education students.

GRADE	7	8	9	10	11	12	TOTAL
TOTAL							

SIGNATURE OF SUPERINTENDENT	DATE

1. Line 1: Student Count as of 10-1-88:

Report the total student enrollment for each grade (7-12). This number should be identical to the number reported for your district on the ED-025: Pupil Data Report for 10-1-88, for pupils in local public schools and pupils sent out.

2. Line 2 Students Transferred In: (10-2-88 to June 89, close of school)

Report the total number of students who have transferred into the district from out-of-district public schools or from private schools during the nine month period from 10-1-88 through 6-30-8

3. Line 3 Total (A & B):

Total the numbers reported in Line 1 and Line 2.

4. Line 4 School Leavers:

Report the number of students who left school from 10-1-88 to 9-30-89 to enroll in regular full time elementary or secondary educational programs. For a student to be counted in this category, the district must have received an official transcript request from the district the student transferred into.

5. Line 5 Deceased:

Report the number of students who are known to have died during the 10-1-88 to 9-30-89 period.

6. Line 6 Expelled:

Report the number of students in the district who have been expelled from school during the 10-1-88 to 9-30-89 period a) who are not receiving educational services from the district and b) who are not known to have enrolled in another full time elementary or secondary educational program, documented by an official request for transcripts from the district providing educational services to the student.

7. Line 7 Transferred:

Report the number of students who transferred out to another public institution. Include in this count students placed in prisons, juvenile institutions, or mental health institutions.

8. Line 8 Retentions:

Report the number of students who were retained in grade as of August 31, 1988. This count will include students who failed a grade and did not meet the requirements to be promoted during the summer school sessions. For twelfth grade students, this includes any individual who did not meet the requirements for graduation.

9. Line 9 Total School Leavers, Students retained:

Add the number of students reported in Lines 4 through 8.

10. Line 10 Student Dropouts:

Report students who have officially withdrawn from school during the 10-1-88 to 9-30-89 period. Include only those students who have met the requirements for withdrawal from school.

11. Line 11 Leavers:

Report students who have left school to enroll in any educational or technical program that does not qualify as an elementary or secondary school (i.e., any school not listed in the 1989 Connecticut Education Directory).

12. Line 12

Report students who have left school and are not known to have enrolled in any other educational program. This category includes any student who leaves school, is not known to belong to any of the categories described above, and for whom there is no official transcript request to document enrollment in another educational program.

13. Line 13 Total Student Dropouts:

Add the number of students reported in Lines 10 through 12, inclusive, for each grade level.

14. Line 14 Total Students:

Subtract the number of students reported in Lines 9 and 13 from the number of students reported in Line 3. (Line 3 - (Line 9 + Line 13)).

15. Line 15 Students In:

Report the number of students who transferred into the district between 7-1-89 and 9-30-89.

16. Line 16 Students Retained in Grade:

Report the number of retained students from next higher grade level. For example, a grade 9 retention in line 8 will be recorded in Line 16 as part of the 9th grade (89-90) cohort. We ask to assign these students to the proper grade cohort. Line 14 plus Line 15 plus Line 16 should equal Line 17.

17. Line 17:

For each grade, put the total number of students enrolled in each grade level. This total should equal the ED-025 enrollment count as of 10-1-89.

If you have any questions call the Dropout Office 638-4030.

Note:

Ungraded students should be distributed in the most appropriate equivalent grade. Each district will need to define its own standard guideline for reporting equivalent grade assignment.

APPENDIX C
DROPOUT RATES
SMALL TOWNS

		GRADE						MEAN ANNUAL	MEAN ANNUAL
		7	8	9	10	11	12	7-12	9-12
ANSONIA	1986-87	0.0	1.5	2.2	6.9	6.5	6.3	4.0	5.5
	1987-88	0.0	0.0	0.0	4.7	5.2	12.5	4.2	6.3
	1988-89	0.0	0.6	3.4	9.2	14.5	11.8	6.5	10.2
DERBY	1986-87	0.0	0.0	6.5	6.6	6.1	3.9	3.9	5.8
	1987-88	0.0	1.1	1.9	13.5	6.2	4.7	4.9	6.8
	1988-89	1.0	1.1	5.8	5.2	9.2	0.0	3.7	5.1
GRISWOLD	1986-87	0.0	5.7	7.0	9.5	9.4	6.3	5.8	8.0
	1987-88	0.0	0.0	11.1	20.0	8.6	6.2	7.0	11.7
	1988-89	0.0	0.8	8.4	12.1	12.3	7.1	5.9	9.8
PUTNAM	1986-87	0.0	0.0	4.5	10.5	9.4	5.6	5.5	7.6
	1987-88	0.0	0.0	1.6	4.6	6.8	3.1	3.0	4.1
	1988-89	0.0	0.0	2.0	6.4	1.7	5.7	2.7	4.0
STAFFORD	1986-87	0.8	2.2	7.4	3.9	8.6	5.6	4.8	6.5
	1987-88	0.0	0.0	8.8	13.8	8.5	1.6	5.7	8.3
	1988-89	0.0	0.0	2.0	4.9	6.8	3.7	3.1	4.5
THOMASTON	1986-87	0.0	0.0	8.0	14.6	2.4	3.6	4.9	7.5
	1987-88	0.0	0.0	4.3	14.1	7.1	1.4	6.7	6.7
	1988-89	0.0	1.3	2.9	3.3	2.9	1.6	2.0	2.7
REGIONAL DISTRICT 11	1986-87	0.0	1.6	5.6	5.9	7.5	0.0	3.4	4.7
	1987-88	0.0	0.0	2.0	3.7	2.2	2.0	1.5	2.5
	1988-89	1.3	1.6	1.8	2.3	3.7	13.3	3.6	5.0
SIMILAR COMMUNI-TIES	1986-87	0.2	1.4	6.7	11.0	7.9	5.2	5.6	7.8
	1987-88	0.0	0.2	4.6	10.5	6.6	5.3	4.7	6.8
	1988-89	0.2	0.4	5.5	9.4	9.7	6.3	5.2	7.7
25 DROPOUT GRANT DISTRICTS	1986-87	1.4	2.5	11.9	12.1	10.7	6.7	7.7	10.6
	1987-88	0.7	1.3	9.6	9.7	8.5	5.8	5.9	8.5
	1988-89	0.7	1.4	9.3	9.4	7.6	6.5	5.6	8.3

NOTE: The data for 1986-87 is pilot year data only. Caution should be used in interpreting these figures as accurate representations of the dropout rates for 1986-87 in the data collection process.

APPENDIX C, CONTINUED
DROPOUT RATES
MEDIUM-SIZE TOWNS

		GRADE						MEAN ANNUAL	MEAN ANNUAL
		7	8	9	10	11	12	7-12	9-12
BRISTOL	1986-87	8.2	0.0	12.5	16.1	7.6	5.7	8.9	10.8
	1987-88	0.0	0.4	7.7	12.0	7.5	4.1	5.7	8.0
	1988-89	0.0	0.0	6.0	8.4	9.8	9.0	5.7	8.3
DANBURY	1986-87	0.2	1.2	2.2	12.0	10.4	5.9	5.6	8.0
	1987-88	0.2	0.0	2.0	12.4	10.0	7.2	5.6	8.3
	1988-89	0.3	0.7	1.1	12.4	7.0	7.0	5.1	7.4
EAST HARTFORD	1986-87	0.2	0.2	7.9	11.9	11.3	6.9	7.0	9.7
	1987-88	0.7	1.2	11.4	11.2	9.3	5.4	6.9	9.5
	1988-89	0.0	0.7	7.4	10.8	9.1	6.2	5.9	8.4
KILLINGLY	1986-87	0.5	1.0	7.1	13.0	7.2	6.7	6.7	8.6
	1987-88	0.0	1.5	9.4	9.2	11.5	4.8	6.6	8.8
	1988-89	0.0	0.0	7.8	17.4	16.2	5.6	8.3	11.7
MERIDEN	1986-87	0.3	0.6	8.9	7.2	7.3	4.4	4.8	7.2
	1987-88	0.2	1.8	14.3	13.4	7.1	5.7	7.0	10.4
	1988-89	0.8	3.5	11.1	8.7	5.8	2.5	5.3	7.3
MIDDLE-TOWN	1986-87	0.3	1.2	3.2	12.6	6.3	2.2	4.4	6.8
	1987-88	0.0	3.0	7.2	15.1	12.0	2.4	6.2	9.4
	1988-89	0.9	2.0	2.8	15.8	16.4	13.6	7.7	12.1
NEW BRITAIN	1986-87	0.3	1.9	18.0	15.2	10.7	6.9	8.6	13.6
	1987-88	0.2	1.7	18.6	13.8	8.7	6.0	8.0	12.8
	1988-89	0.0	1.8	15.8	16.1	11.5	8.0	8.8	13.8
NEW LONDON	1986-87	0.0	12.0	15.1	18.4	15.6	6.3	11.2	14.2
	1987-88	0.0	1.2	3.3	7.6	14.6	11.4	5.5	9.0
	1988-89	0.0	0.4	1.1	4.9	9.1	9.4	3.6	5.9
NORWALK	1986-87	0.1	0.9	2.5	3.9	5.2	5.3	3.1	4.2
	1987-88	0.0	0.4	5.3	4.6	5.7	5.5	3.7	5.3
	1988-89	0.0	0.0	3.0	4.5	4.7	13.3	4.5	6.5
PLAINFIELD	1986-87	0.0	1.0	6.8	14.9	9.7	4.9	6.7	9.4
	1987-88	0.0	0.5	4.1	6.8	8.0	7.9	4.6	6.7
	1988-89	0.0	0.0	6.1	9.5	10.3	11.6	6.1	9.4

NOTE: The data for 1986-87 is pilot year data only. Caution should be used in interpreting these figures as accurate representations of the dropout rates for 1986-87 in the data collection process.

APPENDIX C, CONTINUED
DROPOUT RATES
MEDIUM-SIZE TOWNS

		GRADE						MEAN ANNUAL	MEAN ANNUAL
		7	8	9	10	11	12	7-12	9-12
TORRINGTON	1986-87	1.4	8.0	17.3	12.2	10.9	3.9	9.2	11.5
	1987-88	0.0	0.0	3.5	6.5	4.7	4.7	3.2	4.9
	1988-89	0.0	0.0	2.1	2.3	5.9	6.3	2.7	4.3
WEST HAVEN	1986-87	0.0	0.4	11.3	5.8	5.6	2.0	4.4	6.8
	1987-88	0.4	2.0	16.6	14.0	8.3	5.5	7.7	11.6
	1988-89	0.0	0.6	10.9	5.6	4.3	1.8	3.8	6.1
WINDHAM	1986-87	0.8	3.5	4.7	12.6	12.3	14.7	9.0	11.3
	1987-88	0.0	0.5	11.1	8.4	12.5	6.8	7.3	9.7
	1988-89	2.7	4.5	12.6	16.4	12.0	6.2	9.3	12.0
SIMILAR COMMUNITIES	1986-87	1.2	1.8	8.7	10.8	8.7	5.9	6.3	8.7
	1987-88	0.1	1.1	9.4	10.6	8.6	5.7	6.0	8.7
	1988-89	0.3	1.2	7.3	9.7	8.4	7.9	5.7	8.3
25 DROPOUT GRANT DISTRICTS	1986-87	1.4	2.5	11.9	12.1	10.7	6.7	7.7	10.6
	1987-88	0.7	1.3	9.6	9.7	8.5	5.8	5.9	8.5
	1988-89	0.7	1.4	9.3	9.4	7.6	6.5	5.6	8.3

NOTE: The data for 1986-87 is pilot year data only. Caution should be used in interpreting these figures as accurate representations of the dropout rates for 1986-87 in the data collection process.

APPENDIX C, CONTINUED
DROPOUT RATES
LARGE CITIES

		GRADE						MEAN ANNUAL	MEAN ANNUAL
		7	8	9	10	11	12	7-12	9-12
BRIDGEPORT	1986-87	6.7	10.0	23.9	19.0	20.3	9.5	15.2	19.3
	1987-88	4.0	3.2	13.6	10.7	7.7	8.7	7.9	10.7
	1988-89	3.2	4.1	9.4	11.2	5.7	4.5	6.2	8.1
HARTFORD	1986-87	0.0	0.2	12.9	10.6	11.0	6.3	6.9	10.8
	1987-88	0.0	0.1	10.4	6.6	7.5	3.5	4.8	7.7
	1988-89	0.0	0.0	14.1	9.3	4.9	3.7	5.7	9.2
NEW HAVEN	1986-87	1.5	2.2	23.1	22.8	18.5	14.6	13.8	20.4
	1987-88	1.3	1.7	18.2	14.9	13.0	8.9	9.5	14.2
	1988-89	1.6	3.2	23.0	15.4	11.2	8.0	10.7	15.7
STAMFORD	1986-87	0.0	0.8	4.8	6.7	5.7	2.1	3.5	5.0
	1987-88	0.0	0.0	2.4	3.6	7.2	3.2	2.8	4.1
	1988-89	0.0	0.2	1.7	1.8	3.2	1.6	1.4	2.1
WATERBURY	1986-87	0.4	3.4	8.5	10.0	12.4	8.0	6.8	9.8
	1987-88	0.5	3.3	2.8	6.7	8.5	7.0	4.4	6.2
	1988-89	0.7	1.3	2.7	6.4	7.6	7.3	3.8	5.9
SIMILAR COMMUNI-TIES	1986-87	1.9	3.4	15.6	13.8	13.5	7.9	9.4	13.2
	1987-88	1.2	1.6	10.3	8.5	8.7	6.1	5.9	8.6
	1988-89	1.1	1.8	11.6	9.0	6.3	4.8	5.7	8.4
25 DROPOUT GRANT DISTRICTS	1986-87	1.4	2.5	11.9	12.1	10.7	6.7	7.7	10.6
	1987-88	0.7	1.3	9.6	9.7	8.5	5.8	5.9	8.5
	1988-89	0.7	1.4	9.3	9.4	7.6	6.5	5.6	8.3

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